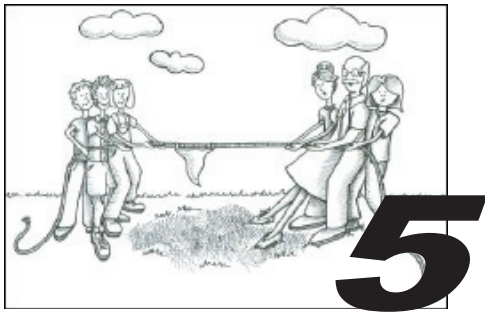


INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANNING (S.C.)

Name: Suzy Craft
School: Alexandria Elementary School
Grade Level: 3rd Grade
Available Technology: 4 to 1 student to multimedia computer ratio; Wireless environment
Years Teaching: 2 Years

CURRENT INSTRUCTIONAL PRACTICES (CIP):

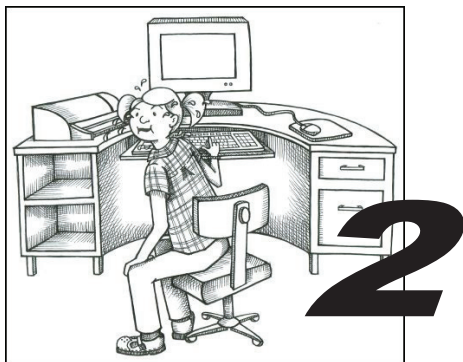


At a CIP Intensity Level 5, the participant's instructional practices tend to lean more toward a learner-based approach. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are

diversified and driven by student questions. Both students and teachers are involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed.

Although student-directed learning activities and evaluations are the norm, the use of teacher-directed activities (e.g., lectures, presentations, teacher-directed projects) may surface based on the nature of the content being addressed and at the desired level of student cognition. The amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).

PERSONAL COMPUTER USE (PCU):

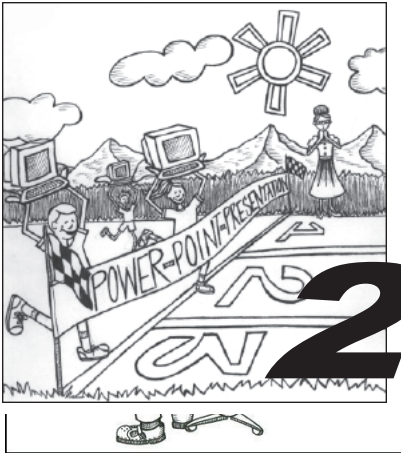


A PCU Intensity Level 2 indicates that the participant demonstrates little to moderate fluency with using digital tools and resources for student learning. Participants at Intensity Level 2 may occasionally browse the internet, use email, or use a word processor program; yet, may not have the confidence or feel comfortable using existing and emerging digital tools beyond classroom management tasks (e.g., grade book, attendance program). Participants at this level are somewhat aware of copyright issues and maintain a cursory

understanding of the impact of existing and emerging digital tools and resources on student learning.

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANNING (S.C.)

LEVEL OF TEACHING INNOVATION (LoTi):

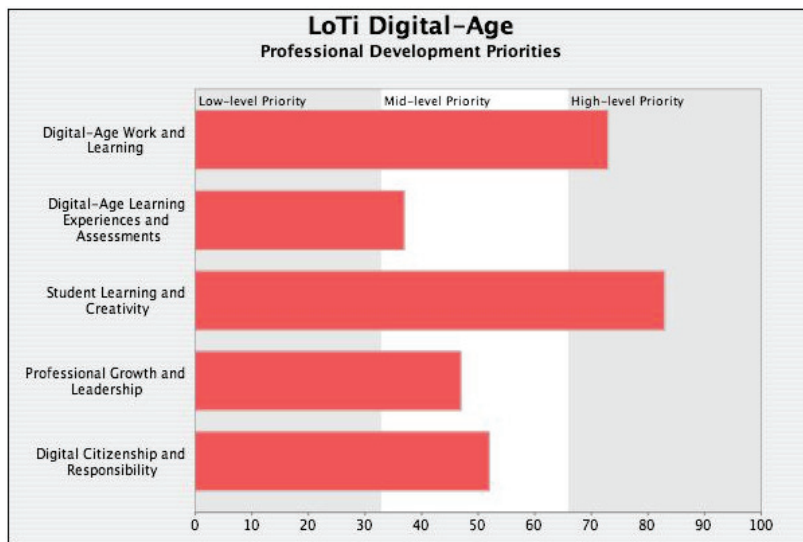


At a Level 2 (Exploration) the instructional focus emphasizes content understanding and supports mastery learning and direct instruction. Teacher questioning and/or student learning focuses on lower levels of student cognitive processing (e.g., knowledge, comprehension).

Digital tools and resources are used by students for extension activities, enrichment exercises, or information gathering assignments that generally reinforce lower cognitive skill development relating to the content under investigation. There is a pervasive use of student multimedia products,

allowing students to present their content understanding in a digital format that may or may not reach beyond the classroom.

LoTi Digital-Age Professional Development Priorities:



RATIONALE: _____

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS: _____

MENTOR STRATEGIES: _____